

Publication No. 28  
Instructional Mate  
Series (e) 2

TEACHER GUIDE IN OFFICE PRACTICE  
- TYPEWRITING

CONTRIBUTORS

P. Raizada                      K.B. Saxena

C.K. MISRA

( Experimental Edition )  
1983

VOCATIONALIZATION OF EDUCATION UNIT  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING  
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## I N D E X

### Preface

1. Letter Writing
  2. Centring
  3. Proof reading in typewriting
  4. Duplicating
  5. Designing and Using Practice Sets
  6. Sample Practice Set.
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# I N D E X

## Preface

1. Letter Writing
2. Centring
3. Proof reading in typewriting
4. Duplicating
5. Designing and Using Practice Sets
6. Sample Practice Set.



## P R E F A C E

Ever since the introduction of vocationalization in our school system by several States in our country the paucity of appropriate instructional materials has been felt as one of the major constraints in implementation of the programme and a source of great hardship to pupils offering vocational studies at the higher secondary stage.

The Vocationalization of Education Unit of the National Council of Educational Research and Training, New Delhi has started a modest programme of developing instructional materials of diverse types to fill up this void in all major areas of vocational education. The task is too gigantic to be completed by any single agency but the model materials being developed by us might provide guidance and impetus to the authors and agencies desiring to contribute in this area. These are based on the national guidelines developed by a working group of experts constituted by NCERT.

The ability to operate a typewriter efficiently is a basic requisite for the employment of most office workers to-day. However, there is a feeling among employers that the standards of typewriting instruction are not up to the mark. Most of the students at the higher secondary stage obtain a certificate with no skills to sell.

## II

The present Teachers Guide has been prepared for typewriting teachers to illustrate how certain topics under this subject are to be taught in the class-room situation for making the subject more interesting, more practice oriented and more meaningful to the students. In the last chapter a practice set in typewriting has been given which may be of great interest to teachers because of its practical approach based on real life situation. The teaching procedures mentioned under various headings are tentative and suggestive. They may be modified according to the needs and requirements of the class. It was not possible to include in this volume all the topics of the subject. Only an effort has been made to prepare guidelines for teaching some of these selected topics. On the same lines the teacher him self may prepare an exhaustive Guide to cover all the practical aspects of the subject. The pages that follow contain a draft of the writing which will be finalised after obtaining the responses and feed-back from teachers. The material will have to be published in the printed form.

### III

The guide has been developed by a group of experts as authors in two workshops held at Regional Colleges of Education, Mysore and Bhopal. The names of the experts who participated in the two workshops are given elsewhere and their contribution are admirably acknowledged. Shri C.K. Misra, and Dr. P. Raizada, Readers in V.E. Unit deserve special thanks for editing and bringing the materials in the present form. The assistance of all at the two Regional Colleges and at the Vocationalization of Unit, NCEPT is also thankfully acknowledged.

177 India

Love

ARJUN K. MISHRA

Professor & Head

Vocationalization of Education Unit

National Council of Educational

Research & Training

Shri Aurobindo Marg, New Delhi-110016.

New Delhi

May, 1983.

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UNIT 1

LETTER WRITING

INTRODUCTION :

Next to speech, the letter in one form or another is the most important means of communication. This is true particularly in business communication. The most common errors may lead to costly and unpleasant consequences. Some times such errors may lead to prolonged correspondence. A business letter requires careful writing and typing. A badly typed letter or a letter having an offensive style or poor knowledge of its import will do more harm than good in business.

It is the physical personality of a man that attracts our attention first, his dress, his bearing, his speech, his facial expressions, etc. In the same way the form of a letter makes its impression upon the recipient even before he reads. It will have something to evoke a favourable response. It is necessary, therefore, to pay attention to the layout of the letter. It should be neatly types, clearly worded, brief and to the point.

The ability to type a good business letter is a matter of repeated practice. The skill can be acquired only through careful practice. The main objective of a typing course, therefore, should be to train students to type commercial and official letters accurately and attractively and arrange, paragraph and punctuate correctly. The best scheme would be to introduce letter-typing only after the student has picked up sufficient speed and developed reasonable accuracy.

By 'Letter' we mean every kind of written communication used between man and man. Letters are of 3 types (1) personal, (2) commercial,

OBJECTIVES :

1. To help the students understand the importance and utility of typing business letters correctly.
2. To help the students understand need for arrangement of matter in a letter.
3. To develop the ability to type letters correctly, neatly and with speed.
4. To train students to type personal, official and business letters accurately, arranged attractively and correctly paragraphed and punctuated.
5. To assist the students to develop skill of correct letter placement on different sizes of paper.
6. To provide opportunities to students for typing letters in different styles.
7. To develop pride in doing good work.

Outline of contents :

Types of Letter - Personal, Official and Business.

Part of a Business Letter.

Form of a Business Letter.

Different ways of Typing Various parts of Letter.

Letter Placement.

Letter Styles.

Mailable and Outstanding letters..



therefore, they should be got prepared as attractively as possible.  
A few examples may be practiced by the students.

-----

GUPTA BOOK DEPOT

( Publishers and Book Sellers )

Tel. Add. "PUSTAK"

Malipura,

Telephone No. 3253.

Ujjain (M.P.)

Date . . . . .

-----

Date : The date is given just below the name of the city on the right hand corner. It may be given in a variety of ways, such :

(a)  $16\frac{3}{79}$ , (b) 16-3-79, (c) 16.3.79, (d) 16/3/79, (e) March 16, 1979 (American style), (f) 16th March, 1979, (English style), (g) 16 March, 1979 (Oxford University Style).

The first four forms (a, b, c, and d) are out of date and should not be typed in business letters. The (e, f, and g) are generally preferred.

Address : This consists of the name, designation and the place of the addressee. The address is typed in full containing all the information necessary to help prompt delivery of the letter to the addressee. Furthermore, the person who address the envelope can easily copy out the address from the sender's letter itself. The address is typed on the left-hand side just above the salutation in one of the following ways :

- |                                                                            |                |
|----------------------------------------------------------------------------|----------------|
| 1. The General Electric Stores,<br>Jahangirabad,<br>Bhopal, M.P.           | American Style |
| 2. The Imperial Electric Trading Co.,<br>Marwadi Road,<br>Bhopal,<br>M. P. | English Style  |

The Salutation : This is a compliment paid to the address in beginning of the letter. "Sir" is the usual form used in the official letters. In business letters, "Sir" is used only when somebody is writing an application for employment. The following are some of the common forms used in commercial correspondence. It is a more formal form of addressing.

(A) When addressing an individual, "Dear Sir" is the most common form "My dear Sir" is typed where intimacy exists. When writing to ladies, the usual form is "Madam", "Dear Madam" or "My dear Madam".

(B) When addressing a firm or a company, the most common form is "Dear Sirs" "Gentlemen" can also be used but it is not so common. Where intimacy exists, "My dear Sirs" may be used.

Body : The body of the letter contains the message or information to be sent and is the most important part of the letter. The body of the letter is types on the line next to the salutation leaving approximately five spaces from the margin. Every letter should be broken up into paragraphes, and only one idea should be discussed in each paragraph. Each paragraph should be five space away from the margin. The following drill exercises may be provided to the students for opening and closing paragraphs.

Opening Paragraphs

- (a) In accordance with your request, we have despatched the following goods per passenger train this morning.
- (b) We acknowledge with pleasure, your letter No. . . . . dated . . . . .
- (c) We are pleased to receive your letter No. . . . . dated . . . . .
- (d) Thank you for your letter of . . . . . dated . . . . .

Closing Paragraphs

- (a) An early reply will be appreciated.
- (b) Any further suggestions are welcome.
- (c) We assure you of our best attention.
- (d) We shall expect to hear from you latest by the 27th.

Complimentary Closing : The Complimentary closing is typed two or three spaces below the last line of the body of the letter on the right-hand corner. The following are the most common forms used and may be the most suitable drill exercises for typing the complimentary closing :

-----  
Yours truly,

Truly yours,

Yours very truly,

Very truly yours,

Yours faithfully,

Yours sincerely,

Sincerely yours,

Yours respectfully,  
-----

**Signature :** The signature should not be typed and should not be preceded by any title, such as Prof., Dr., etc. Four spaces should be left below the complimentary close. Ladies should add before their names "Miss" or "Mrs" to signify the form in which letters should be written to them. The following types of drill exercises may be designed for practice :

( A ) For Raizada & Sons,

P. Raizada.

( B ) Per Pro. Raizada & Sons,

S. Raizada

Manager.

**Dictator's and Stenographer's initials.** These are typed in the lower corner, a double space below the signature. Dictator's initials in capitals, stenographer's initials in lower case, letters e.g. PR/rp

**Enclosures :** An "Enclosure" is any material which is sent along with a letter in an envelope e.g., cheques, invoices etc. The word "Enclosure or its abbreviation is typed well below the letter, e.g. "Encl. 3". It means there are three enclosures to be found in the envelope.

**Post Scripts :** As far as possible postscripts should be avoided. They usually create a bad impression on the mind of the recipient. The postscripts begins with its abbreviation "P. S." Post Scripts are typed in the following cases :

(1) If after the completion of letter, certain events happen which are to be communicated to the recipient.

(2) If some idea or information was forgotten or left out from the body of a letter

(3) If some information needs emphasizing.

LETTER PLACEMENT : A letter should be so arranged that the marginal spaces serve as a white frame around the letter. In general, the arrangement should be in the same proportions as the sheet of paper and should be approximately centred in the writing area of the paper. The bottom margin should be slightly wider than the side or top margin.

LETTER STYLES : Four styles are in general use :

1. Indented Style Letter (a) Each line of the inside address is indented-usually 5 spaces. (b) Paragraphs are indented-usually 5 spaces. (c) The complimentary close starts 5 spaces from centre of paper. (d) Designation is to be placed in centre of complimentary close

2. Block Style Letter : This is not an artistic letter form but it saves time. (a) Each line of the letter begins at the left margin (b) Complimentary close and designation start leaving 5 spaces from centre of paper.

3. Indent-Block-Mixed Style Letter : In this style paragraphs are indented 5 spaces. Other things remain the same as in the Block Style.

4. Absolute Block Style Letter : In this style even the complimentary close and designation are typed from the margin on the left hand side. Other things remain the same as in the Block Style.

#### Drill Exercises

1. Type this INDENT STYLE LETTER 4 times exactly as given.

31, Hamidia Road  
Bhopal,

17th March, 1979.

To

The Manager,  
The International Book Supply Co. Ltd.  
Mahatma Gandhi Road,  
Bombay - 1.

Dear Sir,

I desire to establish a retail news agency in Bhopal, and would like to know the details of the services you may be able to render through supply of periodicals and newspapers, you are dealing with.

I will be particularly thankful if you will advise me of the procedure for effecting payment, both for the publications and for the freight.

I would appreciate any further advice you may like to offer in this matter.

Yours faithfully,

( XYZ )

2. Type this BLOCK STYLE LETTER 4 times exactly as given

58, Marwadi Road,  
Bhopal

March 17, 1979.

To

Messers Shyam Sundar & Sons  
10, Laxmiganj,  
Lashkar.

Gentlemen,

We thank you for your esteemed order No. 123, dated January 20, 1979. Since this is the first time we are opening an account in the name of your firm, we will be glad if you will kindly furnish us with some references in Gwalior. This is only a formality we generally observe. Your order is under execution and is receiving our best attention,

We are, Gentlemen,

Yours faithfully,

Divya Book Stores.

3. Type this INDENT-BLOCK-MIXED STYLE LETTER 4 times exactly as given.

15, Jiwajiganj,  
Lashkar,

Feb. 5, 1979.

M/s. Divya Book Store,  
58, Marwadi Road,  
Bhopal

Dear Sirs,

In reply to your letter of enquiry of the 31st Jan. 1979, we are sorry to inform you that, after making enquires about Messers Shyam Sunder & Sons, we find that this firm failed in 1967 and incurred a heavy loss and had to make an arrangement with their creditors.

If you are at all anxious to have dealings with them, we would advise cash transactions only.

Yours truly,

Sushil Sunil and Bros.

4. Type this ABSOLUTE BLOCK STYLE LETTER 4 times exactly as given.

Khajuri Bazar,  
Indore, M. P.

17th March, 1979.

Messers. Gupta Book Depot,  
Malipura,  
Ujjain, M.P.

Dear Sirs,

We have made repeated requests for payment of your January bill, but all to no avail. We have now the painful duty to state, that unless we receive payment by return of post, we will be forced to place the matter in the hands of our solicitors.

We are confident, however, that you will avoid such unpleasantness in the matter and will keep good relations with us.

We are pleased to enclose a copy of the account for your ready reference.

Yours truly,

(xyz and Co.)

TYPING OF OFFICIAL LETTERS :

The correspondence which takes place between various government officials in the official capacity, characterised by formality and dignity, is called official correspondence. This type of letters differs from the business or the private ones. It is because these letters are written on the foolscap papers, embracing the statement of facts in a very formal form. The following types of drill exercises may be designed for practice.

Type the following OFFICIAL LETTER 4 times :

From

V. Shankaran,  
Registrar,  
Vikram University, Ujjain (M.P.)

To

The Principal,  
Govt. Degree College,  
Mandsaur,

Dated Ujjain, April 5, 1979

Sir,

With reference to your letter No. 3595, dated 23rd March, 1979, communicating the fulfilment of the conditions to start courses in Insurance and Secretarial Practice for the B.Com. and M.Com., I have the honour to inform you that since the various conditions laid therefor have been fulfilled, the Vice Chancellor has, been pleased to permit your college to start classes in the aforesaid subjects from July, 1979.

Yours faithfully,

Sd- V.Shankaran,  
( Registrar )

#### DEMONSTRATION

To be most effective as a teacher of typewriting, especially in the case of typing letters, it is important that the teacher devises methods to rivet the attention of the students in several ways. Remember that a good demonstration is worth a thousand words.

#### MARGIN ADJUSTMENTS :

Margin adjustment depends upon the size of the letter e.g. , short letters under 100 words are typed in 4 inch line length, average letters 100 to 200 words are typed in 5-inch length, and long letters over 200 words are typed in 6-inch line length.



## STEPS IN PRODUCING A LETTER

Ask the students :

1. To estimate the number of words in the letter, insert paper and set appropriate margins.
2. To type the date on 15th line from the top. Before doing so, estimate position so that the date will end at the right hand margin.
3. To drop down 5 lines and type the address of the addressee on the left hand side.
4. To continue through the letter, leaving one blank line before the salutation, each paragraph and the complimentary closing.

## NECESSARY INSTRUCTIONS :

- 1) In the absence of a letter-head, type the name and address of the heading.
- 2) Centre all heading.
- 3) Type the chief items in Capitals.
- 4) If the heading is too short, type it in spaced capitals.
- 5) If a letter is to be typed in single-line spacing, leave two spaces after each paragraph.
- 6) Underline all the chief headings.

## STUDENTS ACTIVITIES :

1. Ask the students to type one name beginning with each letter of the alphabet in order, such as -

Anand Prakash

Bhagwan Swaroop

Chandra Pratap

Diwakar Rao etc. etc..

If the goal is speed, the first one wins.

If the goal is accuracy, the most correct words win.

2. The students may be asked to have interview with a secretary or stenographer to acquire some practical knowledge in the field of commercial correspondence. Afterwards, they may be required to report to the class orally about their experience.

3. The students may be asked to collect various types of letters.

4. The students may be asked to make a list of 10 examples in connection with the correct use of the word "Messers".

5. They may be asked to show the method of addressing the salutation in the case the letters to be sent to the following :

- |                         |           |
|-------------------------|-----------|
| (a) A firm              | . . . . . |
| (b) A professional man  | . . . . . |
| (c) A private gentleman | . . . . . |
| (d) A limited Company   | . . . . . |
| (e) A lady (Married)    | . . . . . |
| (Unmarried)             | . . . . . |

### EVALUATION

In advanced typing classes, a student's grade includes his typing speed and his ability to type his notes into mailable letters. The primary objective of a typing class is the accurate typing a mailable letters at an acceptable speed.

A Grading Plan : A plan is needed to assign a grade to the typed letters. The following plan for grading letters is proposed. In this plan there are four categories and points are assigned to the letters as follows :

Outstanding letters	15 points
---------------------	-----------

: 15 :

Mailable letters 10 points

Mailable letters with

corrections 5 points

Nonmailable letters 0 point..

Outstanding letters : Outstanding letters are those in which there are no noticeable erasures, all punctuations are correct and the letters are perfect in all respects. Letters possessing these qualities deserve 15 points.

Mailable Letters : In a mailable letter a few erasures are made but they are made very neatly. This includes correct word division, perfect punctuation, attractive style and placement. A letter possessing these qualities deserve 10 points. In other words, letter is considered mailable if an employer is willing to affix his signature to the letter.

Mailable letters with Corrections : In a mailable letter with corrections, a few minor, corrections and errors exist. These errors include misplaced or missing punctuation, a wrong word that can be erased and corrected.

Non-mailable Letters : A letter should be considered non-mailable if it has misspelt words, and mistakes which were overlooked by the student while typing. In other words, a letter that must be retyped for one reason or another is considered nonmailable, e.g. a letter in which inside address is wrong or subject line is omitted or it is not properly placed or not typed in a good style, and so forth. If a wrong word is typed that cannot be changed simply by erasing and reinserting the letter in the typewriter, the letter is nonmailable

Reference Book :

Raizada P. Methods and Techniques of Typewriting Instruction

Sterling Publishers Pvt. Ltd.,  
AB/ 9 Safderjang Enclave,  
New Delhi - 110 016.

\* \* \* \* \*

CENTRINGINTRODUCTION

The orderly arrangement of typewritten material depends upon the typist's ability to centre correctly. This is an important aspect of the typewriting process since the attractiveness and readability of the completed typewritten work are dependent upon proper centring.

In teaching student to centre, it should be emphasized that all printed work appears as a picture in a frame; that is, it is surrounded by white margins at the top, bottom, and on the sides.

While the typist cannot attain the fine detail available from the printer, an adequate knowledge of correct techniques will allow the typist to exercise artistic taste in arranging typewritten copy.

OBJECTIVES

The objectives of the instructions on centring are as follows :-

1. To insure the neat and orderly arrangement of type-written materials.
2. To make typewritten work more attractive & readable.
3. To develop skill in the use of proper centring methods so that typing speed will not be retarded.
4. To instill pride in the student in completing attractive work.
5. To allow for artistic expression in writing.
6. To develop the student's judgement of proper placement thus making him a more efficient office worker.

OUTLINE OF CONTENTS

- 1- Horizontal Centring
  - (a) Backspace method
  - (b) Substractionmethod
- 2- Vertical Centring
- 3- Letter Display
- 4- Borders and rules

## SUGGESTED TEACHING PROCEDURES

The important thing about teaching horizontal centring is that the class have a thorough understanding of what the teacher expects in the way of display.

Step I. The teacher should show the class a model of something which has been correctly centred on the page pointing out the attractiveness of the proper spacing on the page. The class should note it and discuss the unique arrangement and the factors which make up the display.

Step II The teacher should explain the two methods of centring horizontally (backspacing and subtraction) and should demonstrate each.

### Back-Space Method

Fold a sheet of paper vertically at the centre and place it in the typewriter note the number on the scale where the crease is located- this is the centre of the typewriter. Assume, for illustrative purposes that the centre of the machine is 50. (This will vary according to the length of the carriage and the size of type). For example, to centre the words "Indian Independence Day".

1. Set the carriage at Centre (50)
2. Backspace once for each two strokes as you repeat to yourself. In di an space I nd ep en de nc e  
spade da (ignore 'y')
3. Type the words.

Now for practice centre horizontally the following words

Regional College of Education  
Department of Commerce  
Bhopal, M.P., India.

Step III: AFTER DEMONSTRATING the back-space method let the students in unison with the teacher, follow the steps as outlined here.

Horizontal centring is placing typewritten words (titles, names, etc.) equal distance between the right and left margins of the paper. It is easy if you follow these

1. Set the carriage at the centre of the machine.
2. Use the backspace key by placing your thumb on it and bringing your hand on the side of the typewriter.
3. Fix your eyes on the words you wish to centre.
4. Say the letters and spaces of the words in pairs placing emphasis on the second stroke of each pair, and DEPRESSING the backspace key each time you say the emphasized stroke. If one letter is left over ignore it.

To centre the word-"Indian Independence"

1. Centre the carriage.
2. Backspace once for each two strokes as you say:  
In/di/an/space I/nd/ep/en/de/nc/ (e ignore).
3. Type the words.

To centre the words "Jawaharlal Nehru"

1. Set the carriage at centre.
2. Backspace once for each two strokes as you say:  
Ja/wa/ha/rl/al/ space N/eh/ru
3. Type the name.

Step IV: After the students have practiced with the teacher, let them repeat the exercise at their own pace. The teacher should supervise and coach in the step-by-step procedure as the students work alone.

#### SUBTRACTION METHOD

Explain that there is another method of centring which is especially useful for paper which is of odd sizes. This is the subtraction method and involves one basic rule.

PLACE THE PAPER IN THE MACHINE AND READ THE NUMBERS ON THE SCALE AT THE LEFT AND RIGHT EDGES OF THE PAPER. Divide by two (2). To centre the words-MAHARASHTRA COMMERCE ASSOCIATION.

1. Assume on measuring the width of the paper we find it to be 78 spaces wide.
2. On counting the letters in the heading we find it to be of 32 spaces.
3. Now deduct 32 from 78 and result is 46 and on dividing it by 2 we get 23.
4. Now leave 23 spaces from left and start typing the

The result will be as shown below :

23 blank  
spaces

MAHARASHTRA COMMERCE ASSOCIATION

23 blank  
spaces

32 occupied spaces

Now have the students centre the exercise following the steps given. Let them proceed at their own pace. Encourage, coach, and correct as they go :

There is another way of centring also to insure equal right and left margins :

1. Find the centre of the paper by folding it vertically in the centre.

2. Place the paper in the typewriter so that the crease is on the midpoint of the carriage (This is the centre).

3. Count the number of letters and spaces in the words to be centred, divide by 2 and subtract from centring point- This is the point to begin typing.

The centre of the carriage may be determined by looking at the number scale below the rubber roller and dividing by two.

For Example to centre "THE GROWTH OF INDIAN FREEDOM IN DEMOCRACY" (42):

Count the letter and spaces (These are 42). Take  $\frac{1}{2}$  of  $42=21$  and 21 subtracted from the centre of the carriage (assume the centring point is 50) would leave 29-This is the point to begin typing the above title.

The centring point will vary depending upon the type of machine used, and odd letters are ignored just as in the backspace method.

#### VERTICAL CENTRING

Observe the following procedure :

Step I. Give each student a copy of the material to be centred or displayed on the page. Explain that for good display the work must be centred both horizontally and vertically.

Step II. Demonstrate the steps A, B and C (See previous pages).

Step III. Have the students practice the exercise with you, as you demonstrate again.

Step IV. Have the students count the number of typed and blank lines utilized in the display. Check on their understanding of how to count the blank lines as well as the printed lines.

Step V. Let the students repeat the exercise or some new exercise at their own pace. Check their work as they go. It helps to instill pride if you select the perfect copies for display on the bulletin board. Teacher's comments noted on the work as they progress, are good motivators.

Vertical centring is sometimes referred to as display work but is used to insure equal top and bottom margins.

To centre vertically (from top to bottom):

1. Count the typewriter lines and the blank lines in the material to be centred- Write down the total.

2. Subtract the total from 66, which is the number of lines on a full sheet of standard copying paper. For centring in a half sheet subtract from 33, (and for a long legal sheet subtract from 80). The remainder is the number of spaces left for top and bottom margins.

3. Divide the remainder by two. This gives you the number of spaces from the top edge for your starting point. Disregard fractions.

To centre 31 lines (both typed and blank) on a standard sheet, subtract 31 from 66=35, lines left for top and bottom margins. Divide by 2=17½ (disregard ½) and start typing on line 17.

The result will be as follows :-

17 blank lines.

31 lines - - - - - utilised

18 blank lines



23

\* For example : In setting up a 175-word letter, you would type the first line of the inside address on the 21st line. Thus,  $24-3=21$ . The solution arrived at in this manner :

$$175 - 100 = 75$$

$$75 - 25 = 3$$

$$24 \div 3 = 21$$

## Borders and Tail pieces

In displaying typewritten material, typists sometimes desire to add an attractive touch to programmes, menus, title page and notices. This is a good place in typewriting to allow the student self-expression. Some samples are :-

Borders :

Soldiers: 88888088888888888888888888888888888888888888888  
WVWWWWWVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV

~~-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0~~  
X!X!X!X!X!X!X!X!X!X!X!X!X!X!X!X!X!X!X!

T il pieces :

XXXXXX

**XXXXXXXXXX**

000000

— 0 —

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(((0)))

In the centring process there are several points to consider in evaluation:

1. Is the work correctly typed (without typographical error)?
2. Is it attractively placed on the page ?
3. How much time was consumed in typing the material?
4. Are the borders creative ?

# STUDENT ACTIVITIES

1. Have students prepare a programme for REPUBLIC DAY festivities at the school. Centre the events vertically and horizontally and type appropriate boarder.
2. Have students prepare a title page for a book properly centring the title vertically and horizontally and giving an attractive border.
3. Have students type out a letter, placing it properly on the page.
4. Centre the following paragraph on a half sheet of paper

## NOTICE

The regular meeting of the student council will meet in the auditorium on the 5th of March at 5 p.m. The Headmaster will speak on the subject, PREPARING FOR A CAREER.

Kumar Dalal  
Secretary

## EVALUATION OF CENTRING

The important thing to be evaluated in centring is not the absolute precision with which the student centres type-written material but rather his ability to judge and type material attractively.

In teaching centring, the eye cannot detect one or two spaces off centre but to get the work done accurately and speedily is the true objective.

1. Centre and Display effectively the following Title Page for a Paper :

WORDS HAVE MAGIC POWER

A TERM THESIS IN ENGLISH

FOR CLASS STANDARD X

SHIVAJI HIGH SCHOOL

MYSORE CITY, MYSORE

DATE

2. Centre each of the following on a separate half sheet of paper :

SEHORE DISTRICT SCHOOL BOARD  
CITY OF SEHORE

3. MINISTRY OF FINANCE  
PARLIAMENT STREET  
NEW DELHI

4. THE DICTIONARY OF APPLIED SCIENCE AND TECHNOLOGY  
PUBLISHED BY THE GUPTA PRESS  
CHURCHGATE STREET  
BOMBAY

5. Mr. & Mrs. Pravin Kumar  
request the pleasure of

Mr. and Mrs. Sunil Kumar's Company  
at Bhopal

on thursday evening, March the ninth  
at five o'clock

at Capital Hotel, Station Road,  
BHOPAL

6. Suggested Drills:

Type the following Exercises SYSTEMATICALLY CENTRING  
each line :

(1) Estate Duty Law and Accounts  
by R.R. Gupta

(2) Regional College of Education,  
BHOPAL

(3) National Council of Educational Research & Training  
New Delhi-1

(4) THE HITAVADA

English Daily of the Servants of India Society.

(5) GET YOUR COPY OF  
THE HITVADA  
AT  
DAMOH  
From  
Shri AJEET MODI  
NEWS PAPER AGENT  
DAMOH

- (6) At NATRAJ CINEMA  
Today at 6.30 and 9.30 P.M.  
PYAR M ILABAT  
(In colour)

\*Ing: Dev Anand and Saira Bano

Note : Centre both Horizontally and vertically :-

- (7) MEMORANDUM  
and  
ARTICLES OF ASSOCIATION  
OF  
The Greater Bombay  
Housing & Construction Company Limited  
Bombay  
1969

- (8) Display the following advertisements effectively--  
give suitable borders.

1. Centring Method

Learn  
ENGLISH-HINDI  
TYPEWRITING  
SHORTHAND  
ACCOUNTANCY  
at  
(Govt Recognised)  
PRABHA TYPING  
INSTITUTE  
Sadar Manzil  
BHOPAL

2. Indention Method

Consult  
GUPTABROS.

For your problems of

- \*INCOME TAX
- \*SALES TAX
- \*DEATH TAX
- \*SUPER TAX

Confidential Service.

--: Phone : 232 :--

395, Ram Bagh,  
Bhopal

### 3. Block Method

REGIONAL COLLEGE OF EDUCATION,  
BHOPAL

#### Offers

Teacher Education Programme  
for  
Secondary School Teachers  
in

- \* Agriculture
- \*Commerce
- \*Crafts
- \*Fine Arts
- \*Science
- \*Technology

N.C.E.R.T.  
New Delhi

REFERENCES: Raizada P  
A Teachers Manual of  
Typewriting,  
NCERT, R.C.E. Bhopal, 1969.

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## PROOFREADING IN TYPEWRITING

### INTRODUCTION

Proofreading of typed matter is a specialized job. It is often necessary for the typist to type ~~available~~ copy from material which have been corrected with the help of proofreading signs. Particularly, proofreading requires the ability to locate and correct errors from the original matter. It is not only the work of 'Proofreader' to correct and locate the errors, but at the same time, it is the job of typist too, to atleast understand the errors and correct it, in the final stage of typing.

Proofreading requires concentration, accuracy, perfect knowledge of grammar, and alertness in spelling, punctuation marks, paragraphing etc.

The typist must verify every detail of the proof. In proofreading special signs and marks are used to correct the errors and these marks make correction easier for the typist.

Typing students must familiarize with the marks and signs of proofreading. At the same time they must know the method of error detection and proper correction procedures and techniques.

## OBJECTIVES

- 1/ To make the students understand with the common proof reader's marks and signs.
- 2/ To develop awareness of kinds of mistakes made in typing.
- 3/ To develop the ability in language in terms of grammar, spelling, punctuation marks, etc.,
- 4/ To develop the ability in terms of accuracy and neatness.
- 5/ To develop confidence and pride in doing every kind of office work with efficiency.
- 6/ To develop speed in typing rough drafts of various types.

## COURSE CONTENTS :

- 1/ Locating errors
- 2/ The Proofreader's marks and signs.
- 3/ Crowding and spreading on typewriter.
- 4/ Erasing procedures.
- 5/ Causes of errors.

## TEACHING TECHNIQUES

The Typing Teacher will explain in detail the contents given above in the following manner with the help of teaching aids, diagrams, charts, blackboard and similar other illustrations, and exhibits.

### LOCATING ERRORS :

Location of errors and omission first be made with the help of original record -

Figures, spellings and other details should be verified from the original manuscript only.

In an attempt to proof read and correct the matter on the typewriter itself, the typist should, leave the paper in the typewriter until it has been corrected. A good rule to establish is always read every page on the typewriter itself before it is removed from the typewriter. This will save the time and improve the accuracy.

When proofreading is being done with the help of another person, holding the original copy, following points should be taken in to consideration --

- 1/ Spell the proper names and other unusual terms, etc.
- 2/ Pronounce distinctly and indicate the possessive.
- 3/ Read the punctuation marks.
- 4/ Read figures efficiently, that is 7398 as seven-three-nine-eight, not with numerical numbers. In the same way decimal points should be read.
- 5/ Special signs like percent, symbols, including capital letters and paragraphs should be read.
- 6/ Read the brackets, dash like marks also to get the correct proof read.

THE PROOFREADERS MARKS AND SIGNS :

Teachers should pay specific attention while teaching the signs and marks used in proofreading. These marks may be displayed in the typing room as an exhibit.

The corrections on manuscript and typed matters are indicated through special marks and signs. The corrected matter with sign and marks is usually shown on margin space against the error or omission.

For every correction made in the text, there should be corresponding marks in the margin. The most frequently used proofreader's marks are as follows :

- N.P.* Start new paragraph.
- Caps* Change letters underlined to capital.
- ⊙ Insert full stop.
- ,/ Insert comma.
- ;/ Insert semi-colon.
- ∩ Insert inverted commas.
- # Insert space.
- eq # Equalize the spacing.
- del* Delete
- trs/* Transpose matter as marked.
- └ Move to the left.
- └ Move to the right.

Take out space and close up.

Insert the matter written in margin.

Insert hyphen.

Insert bracket.

Insert word(s).

'Let it stand' ignore the correction dotted underneath.

Change letters crossed (in small letters)

### CROWDING AND SPREADING :

Typing teacher will practically demonstrate the procedure of the crowding and spreading in the typing class.

When a letter is omitted at the beginning or end of a word, it is possible to make the correction neatly on typewriter itself., so that the page will not be completely retyped. This process is called squeezing or crowding and is done by moving the carriage a half space before or after the word, holding the carriage in position. With the hand and typing the omitted letter.

If the letter is omitted or added within the word the following corrective procedure is necessary.

- (1) First erase the word neatly - then return the cylinder to the writing position, after that operate paper release and move

If a letter has been omitted, retype the word so that the first letter is in half the space that follows the preceding word and the final letter is in the half space that follows the corrected word.

(2) If a letter has been added and must be removed, retype the word so that the first letter is  $1\frac{1}{2}$  spaces to the right of the last letter in the preceding word.

(3) It should be noted that the letter 'i' and 'I' can often be typed between two letters without erasing. Hold the carriage in position and type the letter.

#### ERASING PROCEDURES :

Teachers should give a practical demonstration of erasing procedure.

In order to make a neat correction by erasing, the typist should follow these steps.

1/ Use a clean eraser. If the eraser has been used previously to erase carbons, it should be cleaned by rubbing thoroughly on some rough surface.

2/ Move the carriage to the far right or left depending upon the location of the error on the line. At any rate, the carriage should be

release in order to prevent the eraser crumbs from falling into the type basket.

3/ Erase the error with a circular motion rubbing lightly to prevent tearing hole in the paper. Avoid getting finger prints on the paper.

4/ In using carbons, a card should be placed between the original and the carbon copies and the carbon and subsequent carbons when erasing.

#### CAUSES OF ERRORS :

Teacher should pay particular attention to emphasise in the classroom on the causes of errors. This will help the student to become a perfect typist. Following are the causes of errors.

- 1/ Poor spelling and lack of command on the language.
- 2/ Improper sitting position .
- 3/ Improper finger position on key board.
- 4/ Lack of rhythm.
- 5/ Reading ahead of the word being typed.
- 6/ Looking from copy to machine.
- 7/ Improper key stroking.
- 8/ Excessive motion of wrists and arms.
- 9/ Improper space bar stroking. ✓

- 10/ Looking up at typewritten work at the end of line.
- 11/ Looking up to see if an error is made.
- 12/ Lingering on space bar.
- 13/ Hesitation after an error is made.  
(Avoid hesitation and develop confidence)
- 14/ Concentration on neighbour's work.
- 15/ Faulty shifting.
- 16/ Faulty carriage return.
- 17/ Lack of concentration or interest particular typing job.

### EVALUATION :

A few specimen test items are given below. Teachers may develop similar test items from the language or typing books.

TEST I Cyclostyle the following letter to be proofread by your class. Ask the students retype the copy after they have indicated the errors with the proper proof-reader's marks.

To

Mr. K.B.Saxena,  
Manager  
Laghu Udyog Nigam  
BHOpal  
M P

Dear Sir.

Do you know how much it Costs your office to produce its letters ? Do you know how many letters you mail during a year ? A Saving of a few paise on every Letter that goes out from your office could amount to hundreds of each year.

Will you kindly minimise the expenditure and help and co-operate the organization.

Thank you.

Yours Faithfully,

(VIKAS)  
Managing Director

TEST II      Cyclostyle the following proofread passage and ask the students to retype it without any mistake. If any mistake is there correct the same with the help of eraser on typewriter itself.

## ~~/~~ MAN AND COMMODITY ~~/~~

In all countries, however, men seem at last to have been determined / by various reasons to give the preference for this employment, to metals above every other commodity /  
metals cannot be only kept with as little loss as any other commodity, scarce / anything being less perishable than they are, but they can likewise, without any loss, be divided into any number of parts, as by fusion those parts can easily be reunited; a quality which no other equally durable commodities possess, and which more than any other quality renders them fit to be ~~the instruments~~ of commerce and circulation. [The men who wanted to buy salt for example, and had nothing but cattle to give in exchange /

## UNIT 4

# D U P L I C A T I N G

## INTRODUCTION

One of the most widely used methods of producing multiple copies of letters, bulletins, programmes, and memoranda in India is the CYCLOSTYLE.

The Cyclostyle system of duplicating is a direct inking process in which a stencil is prepared and placed on a drum containing ink. The ink flows through the perforations made by the typist on the stencil and by directly contacting the paper makes print-like impressions.

Properly done, the cyclostyled page can present a professional appearance which is highly acceptable to businessmen. Several hundred copies may be run from the same stencil and the stencil may be stored for future runs.

There are many advantages to using the cyclostyle as a means of office reproduction. The proper preparation of the stencil, the proper handling of materials, and correct manipulation of the duplicating machine are tools of the stenographic trade and should be taught with pride and patience. It is toward this and that this unit is aimed.

## OBJECTIVES

1. To teach the fundamentals of good duplication in the office.
2. To emphasize the proper use of materials and supplies.
3. To show the versatility of the cyclostyling process as a duplicating device.
4. To teach accuracy, neatness, care of the typewriter, and so forth.
5. To instill pride in the finished product through teaching proper techniques.

6. To teach proper duplicating techniques, e.g., proper stroking, correct methods of drawing, corrections, and storage.
7. To develop judgement in the selection of proper materials required to do different duplicating jobs.
8. To develop student cooperation on office projects by allowing them to work together.

#### CONTENTS

Getting Ready to Type a Stencil  
A look at the Stencil Assembly  
How to Use the Stencil Guide Marks  
How to Type a Stencil  
How to Make Corrections  
How to Store for Future Use  
How to Draw on a Stencil

#### TEACHING PROCEDURES

Getting Ready to type a stencil (cyclostyle): The teacher has to instruct the students as follows:

1. Type a model copy of the material to be cyclostyled to get the idea of placement on the page and how it will look when it is completed. Check it for accuracy of form.
2. With a brush, clean the typewriter type keys thoroughly so that letters such as O E A C are free from carbon deposits. (If the type is dirty, the copies will be fuzzy).
3. Adjust the ribbon indicator to the stencil position.
4. Place a cushion sheet between the stencil sheet and the backing sheet.
5. Align the stencil so that it is straight in the machine and begin typing on the line where you began the model copy.

6. Type with even, uniform stroking at a slower rate than is used on typing straight copy for a letter. This will ensure that there are no light letters in the finished product.
7. Correct errors by applying correction fluid (See section on error correction).
8. Read the copy made on the backing sheet for errors.
9. Place the stencil on the cyclostyle and run the copies.
10. After the job is finished, store the stencil for future runs.

#### THE STENCIL ASSEMBLY

The stencil paper is made of a very fine, yet very tough, porous tissue with a special coating through which ink will not pass. When the typist strikes the stencil with the typewriter keys, or draws or writes with a stylus, the coating is pushed aside and the base of the tissue is exposed in the shape of the type or the written or drawn word. This permits the ink to flow through. The backing sheet is a heavy, smooth-surfaced sheet on which the stencil is mounted and serves to guide the stencil into the machine and keeps it straight.

The cushion sheet, which is also a carbon, serves two purposes: (1) it serves to cushion the blows of the keys to prevent the keys from cutting holes in the stencil paper, and (2) it serves to make a carbon copy on the backing sheet which the typist may read in order to proof the typewritten copy.

Stencils are available in three or four different qualities. The very best should be purchased for drawing or for producing several hundred copies.

### HOW TO USE STENCIL GUIDE MARKS

The teacher should explain the use of stencil guide marks to the students.

Understanding the stencil guide marks may help the typist to quickly position the copy on the stencil sheet. The top edge of the stencil guideline is located about  $\frac{1}{2}$  inch above the line indicating the duplicating limit. The typewriter line spaces are shown in the side margins. Six lines equal one inch. If you start typing at line one you will automatically have  $\frac{1}{2}$  inch top margin on your duplicated copy. If you start typing on line 7 you will have  $1\frac{1}{2}$  inch top margin.

The side margins are also indicated. From the edge of the stencil to the limitation line is approximately  $\frac{5}{8}$  inch. If you type from line to line across the stencil, you will automatically have a  $\frac{5}{8}$  inch margin on each side of a sheet of paper  $8\frac{1}{2}$  inches wide.

Warning numerals are provided to show you how many lines can be typed before you reach the bottom boundary line for the size of paper being used.

### HOW TO TYPE A STENCIL

Clean the keys thoroughly and set the ribbon position indicator to "Stencil".

Insert the entire stencil assembly into the typewriter and align it as you would say sheet of paper on which you intend to type.

Use a firm, uniform, staccato typing touch. Periods and commas should be typed more lightly than in ordinary typing and capital letters especially the M and W require a firmer stroke than ordinary to insure that the impression

is complete. These strokes are wider and more of the stencil coating should be pushed aside to produce good copy.

Proofread immediately after typing without removing the stencil from the machine.

If corrections have been made with correction fluid, the cushion sheet should be removed with care in order that spots to which the fluid has stuck will not tear a hole in the stencil.

The most important aspect of typing a stencil is first of all to insure that the keys of type are clean and that every key is struck with a firm uniform stroke. This prevents spotted duplication.

Care should also be taken in making corrections.

#### HOW TO MAKE CORRECTIONS

Correction fluid is nothing but stencil coating in liquid form. It comes in bottles with a small brush attached to the bottle cap.

The steps in correction are -

1. Burnish the error. This means literally rub the error out with some blunt object such as the rounded end of a fountain pen. Take care not to rub a hole in the paper. Burnish evenly to spread the stencil coating over the error.
2. After a portion of the stencil coating has been moved back into place, apply correction fluid over the error. Correct each character separately using a vertical upward stroke of the brush. Do not use too much fluid lest the fluid accumulate in a hardened lump and cause a blur on the finished page.

3. Allow the fluid to dry from 10-30 seconds. Blowing on the fluid helps it dry quickly. Retype the word using a lighter than normal touch. If you use a normal or heavy touch, you will find the error will appear on the duplicated copy darker than the other words.

4. After the typing is finished and you are ready to proof, lift the master to separate it from the cushion sheet carefully in order to insure that, where the correction fluid has stuck, a hole will not be made in paper.

#### HOW TO STORE FOR FUTURE USE

When the duplicating job is finished, it may be desirable to save the stencil for future use. This prevents having to retype the material should additional copies be requested at some future date.

There are several methods of storing stencils:

1. Place the stencil between two sheets of absorbant paper to take off the excess ink. This may also be done by using scrap paper and touching a sheet of scrap paper against the inked side of the stencil to take off the ink.
2. Run an absorbant folder through the cyclostyle machine before removing the stencil, so that a copy will be recorded on the outside of the folder for ready reference. Then after stripping away the excess ink, store the stencil in the absorbant folder.
3. Absorbant folders are sometimes more expensive than the stencil but an old newspaper is a good substitute.

The teacher should have students cut the newspaper in the size of the stencil, preserving the newspaper fold. After the ink has been stripped from the stencil, it should be stored in the folds of a newspaper cut to size, and a copy of the duplicated work should be fastened to the outside of the newspaper folder for ready reference.

4. Roll the stencils for storage. In this method two foolscap sheets should be placed end to end but there should be considerable overlap of the ends. Place the stencil, after the ink has been stripped, face downward on these foolscap sheets and roll them into a small roll. The overlapping enables them to roll easily. If the duplicating has been done on foolscap paper, scrap copies may be used with the print on the outside for ready reference. Smaller size paper might also be used, if the overlap is not too much. Some indication of the copy should be given either in writing or a label for ready reference and future use.

#### DRAWING IN A STENCIL

Drawing in a stencil is accomplished by placing the stencil over the flat surface or drawing board which has a light underneath to illuminate the pattern being copied. An illuminated drawing board consists of a wooden or metal frame supporting a sheet of glass under which a light is placed. The glass permits the light to shine through and serves also as a drawing surface. The light enables the typist to trace.

When drawing on a stencil, it is best to place a flexible plastic sheet, rather than a cushion sheet and heavier in texture, between the stencil and the backing sheet. This prevents tearing.

#### STEPS TO FOLLOW

1. Mark a rough layout on thin paper in order to get some idea of how the picture will be placed on the stencil.

2. Place the flexible drawing plate (flexible plastic sheet) between the stencil and the glass. The backing sheet of the stencil assembly should be placed through the opening at the top of the drawing board, if you are using the manufactured variety. If you are using a home-made one, the backing sheet should not be removed but should be out of the

THE TEACHER MUST DEMONSTRATE THIS

3. Now you should be able to see the light through the glass and the stencil sheet. Now place the layout of what you want to draw between the glass and under the writing plate. The writing plate (plastic sheet) over the drawing protects it and still permits the light to come through.

4. Draw the stencil down so that it is smooth and firm and fasten it into position so that it will not move.

Trace the illustrations with a sharp pointed stylus. An old ball point pen which is out of ink will do nicely for most drawings. Use a firm even pressure. Insure that all lines are clear and white. For finer lines, a stylus sharper than a ball point may be used. Always draw TOWARD THE POINT when tracing. This prevents tearing.

Remember in tracing that enough stencil coating must be pushed aside to allow the ink to flow through. Do not leave lines too light or the image will not be clear. Too much pressure however, will tear the stencil and leave blots of ink on the page.

TEACHING PROCEDURES

1. Introduce the unit on duplicating by illustrating the types of stencils used on the cyclostyle, the various types of work that can be accomplished on the cyclostyle such as writing, drawing and typing; show some finished copies that are print-like in their appearance and smudges or smears. Show some that is not well done and explain how this can be avoided.

2. Illustrate the proper typing stroke to be used in stencilling, the proper way to use the cushioning fluid, and how to proof the typed stencil.

3. Have each student type a stencil purposely with errors, then show EACH INDIVIDUAL how to burnish

correction fluid properly.

4. Have students draw their own designs on a stencil either free hand or by tracing. Have them use the proper techniques to keep them from tearing the stencil. Display the best cyclostyled jobs after they have been completed.

5. Have students stencil letter for your signature (to be signed on the stencil before cyclostyling). Show them how you can sign without tearing the stencil by placing a plastic sheet over the place for the signature. Sign only those which are properly placed, properly corrected and show promise of producing a pretty letter.

#### EVALUATION

1. Type a model copy of an application for employment proforma. Have students prepare a stencil for this application proforma. Cyclostyle it and have student fill in the application for employment on their typewriters.

2. Have students stencil a form letter and cyclostyle it. When it is cyclostyled, have them fill in the names and addresses on the typewriter.

3. Have students cyclostyle a folder with borders and designs of their own making. This may be special greeting cards for Holi, Diwali, Id or other occasion. They may wish to make a school programme, a news bulletin, or the menu for the school canteen. Display the good ones. This motivates students to better job.

4. Have students work in pairs when they are first learning to run the cyclostyle machine. Give clear instructions first on how to use the machine correctly. (A demonstration may be arranged by calling the local Gestetner representative in the nearest city to come and demonstrate to your class). In the beginning stages, students working as teams will be able to help each other. Explain that they

should become self-sufficient in running the machine since an office cannot afford to pay two people to run one stencil.

### TEACHING AIDS

Samples of programmes, menus, and other cyclostyled posters that have been done with borders, design, and so forth, make good teaching aids.

Paper which has an absorbant surface are available in colour and by using colour, the teacher can infuse interest in the finished product. Slick paper has a tendency to blot and blurr.

Some old ball point pens to be used for ruling and drawing on the stencils, can be gathered.

Construct and illuminated drawing boards. These may be made easily by the technology department of the local school. Very inexpensive materials are required and it is a simple mechanism. One or two would be sufficient to give every student an opportunity to work on the drawing exercises.

A collection of patterns borders, designs, etc. which may be traced on stencils may be accumulated.

Other aids in teaching are:

Old newspapers which may be used for storing stencils for future.

A bulletin board for displaying the outstanding work of your students.

Some old rags to assist you in teaching good house-keeping in the office.

A good cyclostyle machine with proper ink and supplies.

Various grades of stencils, cushion, sheets, and correction fluid.

Plastic sheets for drawing.

Information concerning the operation of the cyclostyle which can be obtained from the nearest cyclostyle distributor.



DESIGNING AND USING PRACTICE SETS

An on-the-job training programme under vocationalization of education scheme can be run in cooperation with industries and offices. As a part of the programme a secretarial practice student, for example may be placed as an observer and learner in an office of a business concern or Government organization in an actual situation if right type of rapport is developed between the two agencies - the school and the office. If these facilities are not available in the nearby area, such an experience has to be provided in the class-room itself under, perhaps, simulated conditions with the help of practice sets. These sets are to be designed by the teacher himself or the experts in the field. In all aspects they should include 'jobs' and 'forms' strictly according to the day to day needs and requirements of an office.

Use of practice sets is a good alternative to provide simulated experiences to vocational students. It is good because it offers answers to many otherwise perplexing problems. It is good because it is economical, realistic, easy to implement, flexible to organise, and simple to administer. It is one of the practical solutions to the problem of providing on-the-job experiences specially under our present situation.

A practice set in "Secretarial Practice" is designed to give the student an opportunity to apply his skills and knowledge as stated above in a simulated work situation. Thus, it involves the integration of basic operational skill, essential related knowledge, and a thorough knowledge of 'office routine'. It includes step by step job description, directions to complete the jobs and resource material for guidance. A practice set may include exercises on taking dictation, transcribing, typewriting, duplicating, filing, using the telephone, etc., etc.

#### A PRACTICE SET IN TYPEWRITING

In a typewriting course for example, students develop skill in various phases of typewriting work such as typing passages, letters, tabular statements, manuscripts, and so forth. Usually he spends a few weeks on mastery of the keyboard then moves to sentences and passages, and there on from topic to topic until he has completed all phases of typewriting work. Through this process he develops skill in performing each type of work before he proceeds to the next. In an office, however, the typist may be required to complete a wide variety of work in a day. He types a memorandum, then an agenda for a meeting, prepares a tour programme, types a tabular statement, and so forth. Thus he goes from one item to the next. A

typewriting practice set leads the student from one type of typing work to the next as he might be called upon to do in an office.

A typewriting practice set is designed keeping in view the following objectives:-

- 1) To handle instructions i.e. to read, interpret, and follow specific instructions designed for each job.
- 2) To organise work in terms of the instructions given in the set.
- 3) To demonstrate efficient material handling such as paper, carbon, erasure, stencil, etc.
- 4) To make whatever computations are necessary for arranging the content of each job in compliance with the specified instructions.
- 5) To make whatever machine adjustments are necessary for satisfactory typing of each job.
- 6) To complete as directed, a variety of jobs.
- 7) To demonstrate skill in handling carbon copies and multiple copies.
- 8) To read the proofs of all typewritten copies.
- 9) To make acceptable corrections neatly and speedily.
- 10) To do sustained typing for periods of time.

## HOW TO DESIGN

A practice set should consist of a variety of material that will lead to these skills and knowledge which are necessary for a successful office worker. For making the practice set useful to the students the teacher must attempt to incorporate the most frequently performed duties of an office worker. For example, in order to decide the subject-matter of a practice set in typewriting, the preferred method has been to enumerate the typing duties that are common to most of the office typing jobs and then to design the set containing ten to fifteen such jobs or duties such as typing letter, addressing envelopes, typing telegram, typing report, preparing advertisement, typing statement of account, preparing receipt, compiling one report from many small ones, preparing requisition, cutting stencil, etc., etc.

The first step is to prepare an introductory statement about the practice set.

The second step is to prepare a 'Job agenda' containing a number of jobs to be completed.

The third step is to prepare a series of brief job instructions right from the first job to the last.

The final step is to prepare a series of completed forms. The form numbers should correspond to the job numbers. The students will be asked to complete work

in a similar manner to that provided by the completed forms substituting names, items and amounts, etc. according to the instructions. The forms are for illustration only.

### HOW TO USE

A practice set should be used near the end of the course. The students should have a block of several days in which to complete it. Each student should be permitted to complete the set as rapidly as possible. During the time the student is working on the set, the teacher should assist only when it is obvious that the student is confused and does not understand the directions.

The practice set may be used in one of the following ways:

- 1) Assign it to one or more of your fast learners who have completed the work for the year.
- 2) Reserve a period of a few weeks towards the end of the year and assign the sets to all of your students. Different sets may be used every year.

Whichever plan you use, copies of the sets will be necessary. If you have access to a duplicating machine, prepare stencils of the instructions, job descriptions and forms. Have sufficient number of copies so that each student will have a set.

If duplicating is not possible, you might assign the work to one of your best students to type the material. By the use of carbon paper, five copies can be prepared at one time. Once you have a sufficient number of copies of the set, keep them in your file and use them from year to year. The Education Department can also get these sets printed in sufficient number and may distribute to the schools as per their needs and requirements.

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## UNIT 6

### SAMPLE PRACTICE SET

#### INTRODUCTION

In this practice set you will be asked to perform similar work to that you will have to do as an assistant in an office. Try to do all the work carefully as it should be done to meet office standards.

You are required to do ten jobs. Complete them in a sequence. Proceed from one job to the next in the suggested sequence. Submit all of your work to your teacher when you have completed all jobs.

In the job Agenda a series of ten job instructions are given. Following the instructions, a series of completed forms are provided. The form number corresponds to the job number. The forms are for your reference to complete the jobs. You will be asked to complete work in a similar manner to that provided by the completed form. However, you will have to substitute names, items, and amounts according to instructions. The forms are for illustration only.

Read the job instructions carefully. Examine the form that accompanies the job. The instructions are brief.

#### USE

- i) An erasure to correct all errors.
- ii) Current year for all your work.

- iii) Your own name and initials wherever required.
- iv) All correspondence are to be signed by the Administrative head of the office. Treat yourself as being employed under a l. of office for the purpose.

### JOB AGENDA

#### Job No.

1. Applying for an employment situation
2. Communicating acceptance for offer of appointment
3. Submitting joining report
4. Letter of complaint to Post Office regarding non-receipt of a parcel.
5. Tour programme
6. Demi-official letter
7. A tabular statement
8. Memorandum
9. Submitting the imprest account
10. Preparing an invitation card.

#### JOB NO.1

You have to submit an application in response to the following advertisement.

Wanted: Personal Assistant in the scale of pay Rs.650-35-1035.

#### Qualifications and Experience:

First or second division/class in the Higher Secondary Examination with a speed of 100 w.p.m. in shorthand and 45 w.p.m. in Typewriting at least 4 years experience in a Government Department preferably as a Personal Assistant or Personal Secretary.

Age:

Below 30 yrs. but relaxable in the case of SC/ST  
For further details and application forms, please  
apply to the Secretary, NCERT Sri Aurobindo Marg  
New Delhi 110016, along with a crossed Postal  
Order for Rs.6/- (Rs.1.50 in the case of SC/ST  
drawn in favour of the Secretary NCERT and a self  
addressed envelope (28 cm x 12 cms) so as to reach  
him not later than 25th May. Last date for receipt  
of applications 31st May. Incomplete applications  
will be rejected.

Now in response to this advertisement you are  
required to:

- 1) Prepare a letter of request for sending  
- application form and further details. Use  
form 1(a) for this purpose.
- 2) Use Form 1(b) as a guide in completing  
your application form. Consult Form 1(c)  
for preparing a covering letter.
- 3) Type your address on the proper envelope  
indicated in the advertisement and enclose  
the application.
- 4) Attach a certificate from your present  
employer. Use Form 1(d) for this purpose.  
Keep a copy of the same for your future  
reference.
- 5) Type a true copy of your Higher Secondary  
certificate using Form 1(e). Prepare three  
copies. Get the copy attested by a Gazetted  
officer. Fill up acknowledgement form  
properly and stitch it to the envelope.
- 6) Acknowledge the receipt of the interview  
letter. Use Form 1(f).

JOB NO.2

You received an offer of appointment from the  
Secretary, NCERT, Delhi dated 30th June (Current Year)  
stating you have been appointed to the position for  
which you applied in job No.1.

Write a letter acknowledging receipt of the offer and accepting the appointment. Date your letter July 5. You will start to work on 10th July (Current year). Use Form No.2 as a guide.

Job No.3

You are relieved from your present employment on 9th July (Current year) and are required to join your new assignment in the NCERT office as Personal Assistant on 10th July. You are then required to submit your joining report to the Section Officer, Recruitment Section. The prescribed proforma of joining report is given in Form No.3.

On the first day of work you are asked to do the following work (Job Nos.4,5,6,7,8,9 and 10).

JOB NO.4

Your office has despatched a registered parcel addressed to the Field Adviser NCERT Allahabad about two weeks back. But the officer concerned from Allahabad has informed about its on-receipt today.

Use Form No.4 and write a letter of complaint addressed to the Post Master, Head Post Office, Delhi.

JOB No.5

The Dean Academic, Dr.R.C.Malhotra plans to fly to Bombay on July 20 to conduct orientation programme

for Heads of Higher Secondary Schools and Officers of the Department of Education, Maharashtra on 10+2 pattern of education at Bombay. The Flight No.IC 186 takes off at 4.55 p.m. and reaches Bombay at 6 p.m. He stays there from 20th to 23rd July.

He flies from Bombay to Hyderabad on 24th July by Flight No.IC 119. The departure time from Bombay is 1 p.m. and arrival time at Hyderabad is 2.40 p.m. He has to stay at Hyderabad on 24th to attend the meeting of the Education Secretaries and Directors of Education. He will leave Hyderabad for Delhi by Flight No.IC 484 at 4.25 p.m. on 25th. The scheduled time of arrival is 6.30 p.m. on the same day.

Prepare a tour programme. See form 5(a) for illustration. He desires to stay at the hotel Taj during his stay in Bombay. Send a telegram to the Hotel for a room reservation. See Form 5(b) for illustration.

JOB NO.6

Mr. J.S.Kapoor a B.Com (Final) student of Aurobindo College, Malviya Nagar, New Delhi has applied for the post of confidential Assistant in your office. You need to know his antecedents.

Use Form No.6 and write a Demi-Official letter to the Principal of the College he last studied requesting him to send his opinion about the candidate.

JOB NO. 7

The total number of boys and girls schools in different districts of Tamil Nadu are given below:

BOYS SCHOOLS: Madras 43, Chengalpattu 43, South Arcot 43, North Arcot 68, Thanjavur 56, Tiruchirapalli 54, Pudukottai 14, Madurai 62, Ramanathapuram 55, Tirunelveli 66, Kanyakumari 42 Salem 57, Dharmapuri 28, Coimbatore 65, The Nilgiris 14.

GIRLS SCHOOLS: Coimbatore 15, Chengalpattu 6, Salem 10 North Arcot 11, Tirunelveli 16, Tiruchirapalli 13, Madurai 20, Madras 29, The Nilgiris 3, South Arcot 9, Dharmapuri 2, Thanjavur 12, Kanyakumar 5, Pudukottai 1, Ramanathapuram 9.

Use Form No.7 to prepare the tabular statement.

JOB NO.8

Your office has received a very favourable reply of your enquiry about the character of Mr. S.S.Grover, a candidate for the post of Stenographer.

Issue a memorandum informing Mr. Grover about the date and time of speed test and interview using Form No.8 as a model. The following information is to be conveyed.

25th July speed test from 8.00 a.m. to 10.00 a.m.

Interview 11.00 a.m.

JOB NO. 9

Mr. Head, Department of Teacher Education, NCERT gets an imprest money of Rs.50/- as permanent advance for incurring petty expenditure of the department. During the current month he has utilized a part of the amount detailed below:-

Date (with current month)	Article	Quantity	Amount
1	Table Glass	1	4.00
6	Rubber stamp	2	4.00
9	Petrol for Jeep	4 Lit.	16.00
15	Taxi charges	-	5.00
23	Lock(Telephone)	2	4.50

Prepare details of vouchers and covering note using Forms 9(a) and 9(b).

JOB NO. 10

The Department of Teacher Education, NCERT has to conduct Valedictory function of the short Term Training Course of Vocational Commerce Teachers on Monday, 27th July 19..... at 11.00 a.m. Dr.P.C.Chunder, Union Minister of Education will deliver the valedictory address. Dr. S.K.Mitra, Director will preside.

Prepare an invitation card using Form 10 as a model. Center both horizontally and vertically.

Form 1 (a)

Dated

To

The Director  
Indian Institute of Technology,  
New Delhi-110016.

Sir,

Sub: Request for sending an application form for  
the post of personal assistant and other  
details.

-----

In response to your advertisement in "The Hindustan Times" dated-----, for the post of Personal Assistant, I wish to offer myself as a candidate. I shall be thankful if you would kindly send me an application form and any other details, by return of post.

A self-addressed and stamped envelope is enclosed herewith.

Thanking you,

Yours faithfully,

( Name)

Address\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Form 1(b).

BIO-DATA FOR THE POST OF PERSONAL ASSISTANT

1. Name of the candidate
2. Whether SC/ST.
3. Date of birth
4. Address(Office)  
(Residential)
5. Designation
6. Whether the post held is a substantive/quasi-permanent or temporary
7. Present scale of pay and present pay(excluding allowances)
8. Academic qualifications
9. Professional qualifications if any (with speed in type-writing & shorthand)  
Attached proofs)
10. Particulars of job experience

Department	Post held	<u>Period of service</u>		Nature of duties	Scale of pay	Remarks if any
		From	To			

11. Any other information

Encls:

Signature  
of the Applicant

Form 1(c)

Place

From

Dated

To

The Secretary  
Board of Secondary Education  
M.P.Bhopal.

Sir,

Sub: Application for the post of Assistant  
Secretary

---.---.---

Responding to your advertisement in today's  
Statesman, I enclose particulars of my qualifications  
and copies of testimonials in the form supplied for  
this purpose. The opportunity of supplementing this  
at an interview would be much appreciated.

Yours faithfully,

(Name)

Form 1(d)

.....  
/Name and address of the organisation/

Date

C E R T I F I C A T E

This is to certify that Mr. \_\_\_\_\_ S/o  
Mr. \_\_\_\_\_ is working in this organisation for the  
last four years as Office Assistant.

He has discharged his duties sincerely and promptly.  
He is intelligent, hard-working and enthusiastic. He  
possesses courteous manners and admirable temperament.  
During his four years' stay here he has impressed me by  
his hardwork and deligence. I have formed a high opinion  
of his competence and trustworthiness. I have no doubt  
that he will acquaint himself of the new responsibilities  
with efficiency and promptly.

His conduct and moral character are exemplary.

Sd/-

Name  
Designation  
Address

Form 1(e)

Roll No.

S.No.

CENTRAL BOARD OF SECONDARY  
EDUCATION, DELHI

Higher Secondary School Certificate Examination. (Year)

Certified that Shri\_\_\_\_\_has  
passed March/April\_\_\_\_\_ (Year) Higher Secondary School  
Certificate Examination from\_\_\_\_\_ Higher Secondary  
School, Delhi, in First Division, with distinction in  
Stenotyping.

His date of birth is 7th Feb.....(Year).

Examination Subjects:

- |                    |                                     |
|--------------------|-------------------------------------|
| 1. General English | 4. Shorthand & Typewriting<br>(Eng) |
| 2. Higher Hindi    | 5. Economics                        |
| 3. Commerce        | 6. Mathematics.                     |

Delhi

Dated\_\_\_\_\_

Sd/-  
Name of the Secretary

Form 1(f)

Date

Dear Sir,

Sub: Interview for the post of Personal  
Assistant.

--- --

In compliance to your Memorandum No.VJ-1,  
dated....., the undersigned is pleased to  
acknowledge the receipt of the interview letter and to  
inform that he is attending the interview on the date  
and time indicated in the letter.

.....

Name ( name )

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

To

The Under Secretary,

.....(Address of the  
Organisation

.....

.....

Form No.2

Date .

The Administrative Officer,  
Regional College of Education,  
Ajmer(Rajasthan).

Sub: Offer of Appointment - regarding.  
                    

Sir,

In response to your offer of appointment  
dated.....I have to inform you that the terms  
and conditions of appointment as laid down in the offer  
are acceptable to me.

I shall join duty within a month's time,  
from the date of receipt of the order of appointment.

Thanking you,

Yours faithfully,

Sd/-      (Name)

Address.....

.....

.....

Form No.3

I,.....resumed/assumed/  
Relinquished the Post of.....in the Department  
.....N.C.E.R.T., New Delhi, with effect from  
the Forenoon/Afternoon of the.....19 .

Signature:.....

Designation:.....

---

Form No.4

.....  
/Letter .....Hear/

Date.....

The Postmaster,  
Head Post Office  
Delhi.

Sir,

On the 10th April,.....(current year, I forwarded  
through your office a parcel containing books and addressed  
to Shri R.B.Banerjee, Field Adviser, NCERT., Poona  
(Maharashtra). On the 18th instant, the office of the  
Field Adviser advised us that the parcel had not yet  
arrived there. .

I shall be grateful, if you will make the necessary  
enquiries in this regard and let me know the result thereof.

Yours faithfully,

(Name)  
Designation

Form 5(a)

VOCATIONALIZATION OF EDUCATION UNIT

REVISED TOUR PROGRAMME OF HEAD, SHJ by air for  
Bombay and Hyderabad.

Purpose: To conduct Orientation Programmes for Heads  
of Higher Secondary Schools and Officers of  
the State of Maharashtra on Vocationalization  
at Bombay

To attend the meeting of the Secretaries and  
Directors of Technical Education.

.....

Departure	Delhi	18.6.79	4.15 p.m.	IC 186
Arrival	Bombay	-do-	6.00 p.m.	

Stay at Bombay from 18th to 21st June, 1979.

Departure	Bombay	22-6-79	1.00 p.m.	IC 119
Arrival	Hyderabad	22.6.79	2.40 p.m.	

Stay at Hyderabad on 22nd June, 1979.

Departure	Hyderabad	23.6.79	4.25 p.m.	IC 484
Arrival	Delhi	23.6.79	6.30 p.m.	

Submitted for information.

Sd.....  
Head of the Unit  
25/6/79

Director

: 71 :

Form 5(2)

T E L E G R A M

Manager  
Pagoda Hotel  
Bhopal  
Phone No.4112

---

ARRANGE RESERVATION ONE SINGLE  
ROOM JUNE TENTH CONFIRM  
RESERVATION BY WIRE STOP

N C E R T

---

Not to be telegraphed.

Ramesh Chandra  
P.A. to the Secretary  
NCERT, New Delhi-16

Forr No.6

P. Basu  
Vice-Chancellor.

University office  
Delhi.

D.O.No.426

23rd April.....  
(Current year).

Dear Dr. R.P.Singh,

Mr. Jagat Narain Sharma, a post-graduate student of your college, has applied for the post of Steno-typist, in the University Office. As the work to be entrusted to the person, is of strictly confidential nature, I shall appreciate, if you will please let me have your opinion of the suitability of the candidate for the post preferably by May, 15..... Your opinion will be treated as confidential.

Please let me have your reply at an early date.

Yours sincerely,

(P.Basu)  
Vice.Chancellor

Dr.R.P.Singh  
Principal,  
Arts & Commerce College  
Delhi University  
Delhi.

FLRM NO. 7

TOTAL NUMBER OF HIGHER SECONDARY SCHOOLS IN TAMIL NADU

DISTRICT-WAR DISTRIBUTION

[illegible]

Form No.8

No.672

University Office  
Delhi

20th June.....  
(Current year)

With reference to his application for the post of Stenotypist in this office, Jagat Narain Sharma is hereby informed that he should present himself for a speed test and interview at this office on Friday, the 29th June -.....(current year) at 10.30 a.m.

Sd/-  
Administrative Officer

To

Shri Jagat Narain Sharma  
E1/13, Malviya Nagar  
New Delhi-110017.

From No.9(a)

No.F.1-8/VEU/78-79  
VOCATIONALIZATION OF EDUCATION UNIT  
NCERT, New Delhi-110016

Date.....

Three Vouchers amounting to Rs.9.60p only  
(Rupees nine paise sixty only) are sent herewith for  
recoupment against permanent advance of Rs.50/-

The amount after recoupment may be paid to  
Shri Jagdish Sahai, Superintendent.

Sd/-  
(Head of the Unit)

CAO(Bill-II)

Encls: As above.

Form 9(b)

DETAILS OF VOUCHERS

Sl.No.	Vr.No.	Date	Amount
1	1	8.3.78	Rs.2.40
2.	2	7.4.78	Rs.4.20
3.	3	16.4.78	Rs.3.00
Total:			<u>9.60</u>

(Rupees Nine and Paise sixty only)

Sd/-

(Head, VE Unit)

Form No.10

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS  
OF EDUCATION

NATIONAL INSTITUTE OF EDUCATION

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING

cordially invite you to the

VALEDICTORY FUNCTION

of the

DIPLOMA COURSE IN EDUCATIONAL AND VOCATIONAL GUIDANCE

on Monday April 30(current year) at 11 a.m.

in the Conference Room, Administrative Block(First Floor)  
NIE Campus, Sri Aurobindo Marg,  
New Delhi

Sri VEDA PRAKASHA

Executive Director

National Staff College for Educational Planner & Administrators

has kindly consented to deliver the valedictory  
address

PROF. A.N. BOSE

Joint Director

National Council of Educational Research and Training

will preside over the function.